

Directions to the Teacher

I

A child should take two lessons every day, each lesson about ten minutes long if the child is under four years old. After he is four years old, the lessons may be from ten to fifteen minutes long.

II.

Never let a day pass without the lessons if you can possibly help it. This is important. It is like some muscular exercise that must be done every day. If the child is going on a trip, for instance, take the book along.

II

III

One page is a lesson. But if it comes hard to the child, let him stop at half a page. Or if he has read the page perfectly, and wants, of his own accord, to read one or two more, let him, but never let him go on till he gets tired of it.

IV

Do not let him look ahead, looking at the pictures and getting the freshness taken off the new lessons. Keep the unread pages closed with an elastic band.

V

There are a few words in the book that are to be

III

recognized at sight, without spelling. Each of these will be named as a sight word in the lesson where it is introduced.

All the rest are to be spelled, naming the letters.

VI

But do not require the child to spell by memory. Let him spell, looking at each letter as you point to it. This is important. What we wish is to have him associate the look of each letter with its sound in the word, by seeing it and hearing its sound at

the same time. Later, when the book is reviewed, it is a good plan to have him spell by memory.

VII

As soon as he has caught the idea of the spelling of a word, let him do it faster, but always looking at the letters as he spells. When he comes to where there are spelling columns of three or more words, let him practice in "running up and down the ladder" rapidly, spelling each word, then again pronouncing without spelling. Do it

IV

yourself for him, and if there are two children, let them race each other. Make a sort of game of it.

VIII

But never allow mistakes to be made, else the error instead of the right spelling may linger in his memory. It must be a strict rule that he must not go faster than he can go without mistakes. If he does not know a word, always tell him; then make him practice it over.

IX

In the reading exercises,

II

do not let him spell out words. If he cannot pronounce one at once, turn back to the spelling column. If he has much trouble with any word, use the blank pages to make some more sentences for extra practice in that word.

III

Practice him somewhat in reading the sentences smoothly; tell him to say it "as if you were talking" and show him how. But do not press this enough to fret him, nor delay his work for it; smooth reading will come with practice.

In the blank pages, add from time to time lessons, using the words he knows, but with his own name, and a few names of persons and places around him, (to be recognized at sight, not by spelling.) This increases the interest very much,

If he has already learned to know all the letters, (in playing with blocks and so on) it is a great help. If not, do not try to teach them all at once. He must know a, c, and t before beginning Lesson I, - really know them, so that he can recognize them anywhere. Then, before each new lesson, the letters used in the spelling of that lesson must be learned; it does not matter in words to be recognized at sight.

Lesson I



(spell)

cat

(read)

a cat

a

2



2 cat

2.
Lesson II

Spell

cat

Read

a cat

a 

a 

a cat

a 

a 

a cat

a 

a 

a cat

Lesson III

sightword

my

spell

cat

my cat



my

my

my cat

my

my

a cat

a

my

Lesson IV

Spell

rat



a rat

cat



my cat

my cat

a rat

my ☐

a ☐

a ☐

a rat

my ☐

my ☐

Lesson IV

Spell

cat

rat

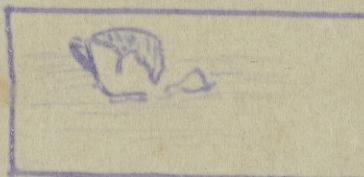


O, O! my cat!

O, a rat!



O, my ♂



O, my ♂! my ♂!



Lesson VI

spell

mat

cat

rat



O, my mat! my mat!

a

a cat

my mat

a rat

a

a mat

a rat

my

Lesson VII

Sight-word

on

Spell

mat a  on a 

cat  on my cat!

rat

a cat on my mat

a  on my mat

a rat on my mat



Lesson VIII.

spell

hat

mat

rat

cat

a hat a



my



my hat

a rat

my mat

my hat on my



a hat on a rat



a cat on my



O, a cat! O, on my



Lesson IXsight word

the

spell

mat

rat a rat on the mat

hat

my cat on the mat

catmy  on the matthe  on a 

Lesson Xsight words
onSpell

my

rat

the

mat

hat

cat



a rat on my hat

the hat on my mat

a cat on the mat



a cat on the mat

Lesson XI

spell

fat

cat

hat

rat

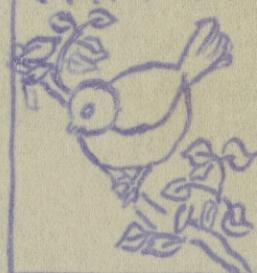
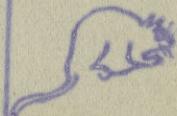
mat

a fat cat

a fat rat

a fat

a fat



the fat rat on my mat



the fat cat on my hat

Lesson XII

12

sight word

and

a cat and a 

spell

mat

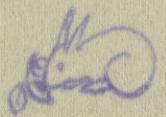
fat

hat

rat

cat

my hat and my 

the  and a rat

my mat and a 



O, O! a fat  on the 

a  on the 

Lesson XIII

Name the letters

a A

c C

f I

h M

i R

m S

r T

s T

spell

hat

fat

mat

rat

cat

sight

My, my



I and my cat

My cat and I

A rat and a cat

Rat, O rat! a cat!

My, O my! a fat -

Lesson XIV

spell

sat

rat

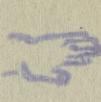
mat

hat

fat

cat

I sat on the mat.

I sat on a I sat on my .A  sat on my O, O! a  sat on my hat!A fat rat and a A cat and a 

Lesson XV

<u>Spell</u>	<u>sight</u>	
fat	The }	The fat rat
sat	the }	
hat	My }	
mat	my }	sat on the mat.
rat	on	
cat	and	My cat sat on
		my hat.

A cat, and a rat, and I



A and a



Lesson VIsight

is }

Is }

spell

cat

hat

fat

mat

sat

rat

Is the cat fat?



The cat is fat.

Is my hat on the mat?



My hat is on the

O, I sat on my hat!

Is a rat on the mat?

A rat is on the



and a dog is on the mat.

.

Lesson XVIIsight

it }

It }

is }

Is }

Is it }

It is }

is it }

it is }

is :s }

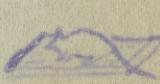
Is it a hat?



It is, and it is my

hat.

Is it a rat?



O, it is! It is a

fat rat, and it sat

on the mat!

Is it a  on the ?It is a 

Lesson XVIIISpell

Nat

cat

fat

hat

mat

rat

sat

Is it Nat?

It is Nat.

Nat and my cat.

My hat is on Nat.

O Nat, it is my hat!

Nat and I sat on

a fat



Is the rat fat?



Lesson ~~XIX~~SpellName at sight:

sat	on	it	the	and
rat	is	my	Is	The
Nat	My	It		

mat I sat on a 

fat Nat sat on the 

hat The  is fat.

cat Is the  fat?

Nat and I

O, it is my hat!

O Nat, the hen sat on my
hat!



Lesson ~~XX~~

Letters to be known by now, and
recognized anywhere:

a c f h i m n o p r
A C F H I M N O P R



I pat my cat.

sat

I pat my ~~cat~~

hat

I pat my ~~cat~~

rat

O Nat, pat my

fat

fat cat, and pat my ~~cat~~

mat

Lesson XXISpell

Nat

pat

sat

rat

mat

hat

fat

cat

I pat my I pat my , pat,
pat, pat.Nat and I on a 

A cat, and a mat, and

a hat, on the 

Is the rat on

the ?

Lesson XXII

Spell

fat

sat

pat

mat

Nat

rat

hat

catSight word:

see

I see a cat.

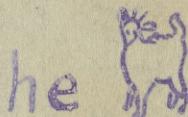
Nat, see it.



It is my cat.

See the rat on the mat!

See Nat pat the rat.



I see a fat cat.

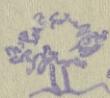


Is it my cat? It is.

My cat sat on my hat.

The bird and the butterfly and

the squirrel sat on a tree.



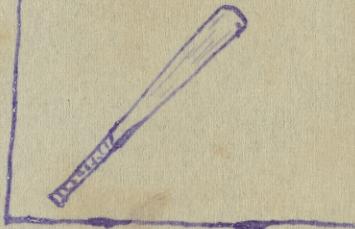
Lesson XXIII

Letters to be perfectly recognized:—

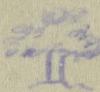
a A, b B, c C, f F, h H, i I,

m M, n N, o O, p P, r R, s S, t T.

spell

bat	Is it a bat?	
sat	It is a bat	
fat	Is it a bat?	
mat	It is a bat.	
hat	A bat on the	
rat	A bat and a	
Nat	A bat and a	
pat	O Nat, bat the	
cat	O !	

Lesson XXIVspell

pat	See the cat.	
sat	Pat it, Nat.	
hat		
cat	O, see a rat on the bat!	
bat	The bat is on	
fat		
mat	a  , and see,	
Nat	a rat is on it!	
<u>rat</u>	A fat  sat on my	
hat.	See, Nat, it is a 	
	Is it a bat on the  ?	

Lesson XXXV.

Review spelling on p. 23.

New
spelling

so

no

Is it a cat?



No, no!

Is it a rat? O no!

Is it a bat? No, it is
no bat, it is a

O, so it is!

My is so fat!

See, Nat, see!



Nat sat on the , so
I sat on the mat.

Lesson XXVI

spellno Review also spelling
on p. 24.so Tell the child the 's words
as he comes to them, then let
him read them without help.

Is it my bat?

No, no, it is Nat's bat.

Is it Nat's mat?

No, it is my cat's mat.

So it is! I see the cat
on it.A rat's A bat's 

Lesson XXVIISpell

at
bat
cat
fat
hat
mat
Nat
pat
rat
sat
at

(After the child has spelled down this column, call his attention to the fact that every word ends in at. Cover the initial letters with a rule, and show him how it reads, "at, at, at, at," etc. Uncover the initials, one at a time, and let him pronounce; thus "at, - now it's bat!" "at, - now it's cat!"

Also spell "a, t, at, - now [revealing the initial] it's b, a, t, bat!" Make a play of it.)

Nat is at my 

At Nat's  is

a , and Nat and I see a bat on the 

Lesson XXVIII

Repeat for a very short time the play with the at words. Call them "the at words" in speaking of them. But stop very soon, before the child nears his limit of attention, and show him how "all the at words end 't-t-t'" (giving the phonie t). Read the column down, stressing the t sound; "bat, cat," etc.

Tell him, "That's what t always says. Whenever we see t, we know we are to say t-t" [phonie].

Let him try to give the sound. He will probably be unable to get a pure, phonie t, and will say tuh, or th. You can show him how to place his tongue; but be sure not to urge it beyond his interest.

Say, "I want to show you now another letter that always says the same thing, that's n." (Give the phonie n. "Whenever we see n we know we are to say n-n-n" [phonie].

Make it quite a treat that now he is to learn some n words.
(Next page)

Lesson XXVIII, continued.

spell
can
man



See the fat man!

My cat can see the man.

Can the man see the cat?

The man's hat is on the
mat.

Lesson XXIXspell

man

so

can

no



A cat and a can

It is the man's cat.

Is it the man's can?

No, it is my can.

O man, see the cat at
my can!

Can the man see it?

No, the can is at my 
and I see the man is at Nat's.

1 Lesson XXX

31

Spell

Nan

O, see Nan
can and the 

man Is it Nan's ?

No, it sat on the Nan is at the .

Can Nan pat it? O, no!

Can the fat man pat it?

No, no! O, it can see
the man's cat! See it!

See it!



Lesson XXXISpell

can	go	(g, both small and capital, must be securely known before this point)
Nan	no	
man	so	See the  go!

See the bat go!

See the fat man go!

O, the man can go!



Nan and Nat and I can
go and see the .

Is it at Nan's ?

O no. It is at a man's.

Lesson XXXIISpell

man

Nan

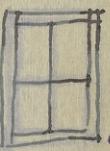
can

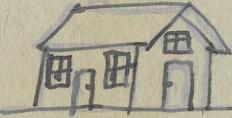
so

go

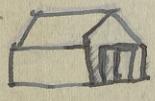
no

New Sight-word:- in In

Nan is in the  and I am at the .

Nan is in my  at my .

In the fat man's  is a bat.

Nan, go see the bat, in the man's  ,

Lesson XXXII

Spell

fan

can

man

Nan

no

so

go

O, see my fan!



Nan, see my fan!

I can fan Nan's cat.

I fan Nan's cat, and
the fat man can pat it.

A man on a mat



A fan in a can



Lesson XXXIVSpell

can

fan

Nan

man

go

so

no



I can fan the fat man

Is the fan in my ?

No, it is in the man's.

Q so it is

See the man's mat, Nan.

Nan and Nat go and pat
Nat's .

SpellLesson ~~XXXIV~~

man Can Nan fan the man?

can Nan can fan the man,

Nan and so can Nat.

fan Can the man fan Nan?

go The man can fan

so Nan and Nat.

no

Can Nan fan the cat?

Nan can fan the cat, and
the .Can the cat and the 
fan Nan?

O my, no! See!



Lesson XXXVIspell

pan

man

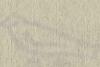
can

fan

Nan

See the pan on
the matNan's fan is in the
pan, and a man's
hat is in the pan.

See the pan on the mat.

A  is at the pan.A  is in the pan.A  is on the pan.

Lesson XXXVIIspell

fan

pan

man

Nan

can

O, see Nan in a pan!

Nat, go and see Nan
in the pan!

See the pan on Nan!

Nan in a pan, and a pan
on Nan!A rat at a can ~~can~~

A fan in a can



Lesson XXXVIIISpell

can

fan

man

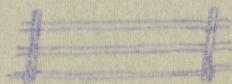
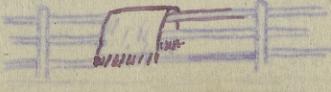
Nan

pan



Can Nan fan the rat?

O no! see the rat go!

Nan can fan my cat, and
a man, and a ~~rat~~, and Nat.Nat's bat is on a pan. A fat  sat in my hat.It is a mat on the O, so it is! 

Lesson XXXIX.Spell

ran

A ~~dog~~ ran at the ~~dog~~

fan

The ~~dog~~ ran.

man

See, it is in the ~~fan~~.

can

Nan, see the ~~fan~~!

pan

So Nan ran.



O Nat, see!

So Nat ran.



A man in a pan!

See the man's bat.

The man can bat a ~~O~~.

11
76
Lesson XL

spell

fan

ran

pan

Nan

man

can

Sight-word
to

I ran to Nan's .

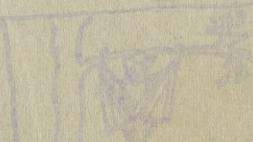
Nat ran to my .

Nat and Nan ran to
see the .

Can I go to see the man
in a pan?

Is it the fat man? O no!

Is it a fan on the ?

O no, it is a bat. 

Lesson XLII

Spell

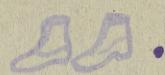
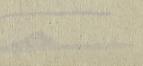
tan

See the tan on my can and I can see tan on
fan Nan's 

man

Nan

pan

ranNat's hat is tan, and
so is Nan's, and see
my tan .My  go pat, pat, pat.I go to see Nan, and Nan
and Nat and I go to see a
fat  at a man's .A rat sat in the , and
ran to a 

lesson XLII.

spell

can

tan

fan

pan

Nan

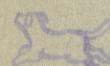
ran

man

A tan  on Nan's 

A man can fan a
cat. Can a cat
fan a man?

Nat can pat a
pan pan. Can a pan
man pat Nat?

A  ran to Nan, and
Nan ran to the .

It is a
tan .



Lesson XLIII

spell

D a n

N a n

c a n

f a n

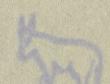
m a n

p a n

r a n

t a n

and Dan sat on it.

Is it a mat on the ?

It is. It is my mat.

It is a tan mat.



Lesson XLIV

spell

go

so

no

can

Dan

tan

man

ran

fan

pan

Nan

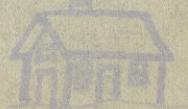
See Dan and Nat.

Dan pats the .

Can Nat pat it?

Dan can bat a A hat is on Dan's Nan and I can go to
see the .

It is at Dan's



Lesson XLV

Spell

van



A van

can

A man is in the van.

Dan

O, can Nan, and
Dan, and I go to
see the van?

Nan

sight-word: we, We

pan

O, we can! and
we can go in!

tan

See, a tan is in the
van, and on the tan is
a fat cat, and a pan,
and a fan, and the
man's tan hat, and a
mat.

Lesson XLVI

Spell

an

an  and a 

van

a  and an 

can

an  and an 

Dan

Here call the child's attention to the fact that all the words in this column contain an.

Nan

Cover the initial letters, and read down, "an, an, an, an", etc. Repeat the same play

man

as on p. 27, - "an, - now it's van!" (both pronouncing and spelling).

fan

Turn back to p. 27, and let

ran

him repeat the play with the "at" words.

tan

Lesson XLVII

Begin again the play with the a words; but almost at once cover all but the last letter, and show the child how he can read the column down, "n-n, n-n," etc (the n sound, not the letter); then uncover the a, and let him read down, "an, an, an," etc, then the whole column, an, an, an, etc.

Then tell him he has seen how t always says "t-t" and n always "n-n." Now here's another letter that always makes the same sound, and you can make a lot of new words with it. That's d, - it says "d-d" (give the sound, and let him give it) so it makes the ad words! See!

Turn to next page, cover all but the d, and have the child sound it down the three words, then cover

Lesson X-LVII Continued

the first letters, and let him read down, "ad, ad, ad," etc. Then let him see if he can by himself spell and pronounce down the column. If he cannot, tell him at once; do not let him get bothered and make errors.

spell

bad

dad

had



O, see the bad 

The bad  ran at

Dan's dad!

Lesson XLVIII

spell

New sight-word:-

Was was

had

bad

dad

Was Dan's dad bad
to the ?

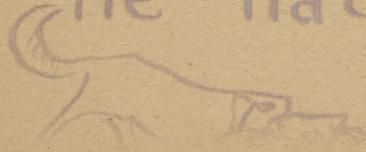
O no! The  was bad

Was it Dan's ?

No, no. It was a  the
man in the van had.

The bad  had my
dad's hat. See it! 

He had Nan's .



Lesson ~~XLVIII~~

Spell

New sight words
Was Was

had

bad

dad

Was Dan's dad bad?

to the ~~dog~~ ?

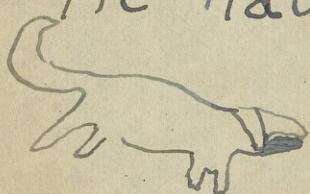
O no! The ~~dog~~ was bad

Was it Dan's ~~dog~~ ?

No, no. It was a ~~dog~~ the
man in the van had.

The bad ~~dog~~ had my
dad's hat. See it! 

He had Nan's 



Lesson XLIXSpelldad

I was at Dan's 

had and Dan had abad bat. See it! badAn  had a  on it!

Dan's bat is bad so is
Dan bad? O, no!

See Nan's fan! The bad,
bad  had it! 

Nan's fan is bad. Is Nan
bad? O, no, no!

My dad's hat is bad,
the hat the bad  had.
Is my dad bad? No, O no!

Lesson LI

spell

sad

pad

lad



had O, see the bad lads.

bad It is sad to see lads

dad so bad.

Is it Dan and Nat?

O no, no!

A bad cat had my 
so I was sad; and so
was Nan sad to see it!



Lesson III.

Repeat spelling, p. 53
Sight word: are
Are

See, Nan and I are
so sad! See my

The bad cat ran, so
we had the

Nat and Dan are lads

Is Nan a lad? O, no!

Are my dad and Nat's
dad and Dan's dad lads?

No. My dad was a lad,
and had a bat and a

So was Dan's dad a lad,
and Nat's and Nan's.

Lesson III

Turn again to the spelling column, p. 53, and covering all but the last letters, see if the child can "run up and down the ladder", sounding the d only. (Always be careful to have the pure, phonie letter, - not anything like "ëd" or "dü")

Then, exposing the last two, letters, let him "run up and down the ladder", spelling and pronouncing ad. If he does not seem to need much practice, it would be well to go up the column, spelling, and come down it pronouncing only. Do not hesitate to use the words "pronounce" and "spell", and accustom him to understand them.

Lesson III continued

Then play for a few minutes the "game" of uncovering the first letter - ad now it's sad etc. Do this both spelling and pronouncing.

If the child is interested in this, and in turning back and repeating it with the at and an words, let him do so as long as he likes, and postpone the rest of this, but if not when he has once done it perfectly with the ad words, tell him "Now we will try another kind of words. They all end in -m like a big bee humming. Do you know what that letter makes that sound?"

Possibly he will. If not, try suggesting by saying

Lesson LIII continued.

man and mat, slowly; but if he does not readily get it, tell him: "It is m that always says m-m-m. So now we can have the am words. See! in this ladder [below] all the words end in "a-m-am."

Let him go over them and see, spelling down the column, a-m-am, a-m-am, etc (initial letters covered). Then let him try by himself to spell the full words, but tell him at once what the word is, if he has trouble.

Spell

am

ham

jam

Sam



I am Dan.



I am Sam's cat.

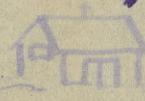
Sam had ham and jam in a pan.

[Tell the child the sight-word if, below, when he comes to it.]

58

Lesson LIV

Repeat spelling

I am an
at the 



Sam had a .

In the  was a ham,
and a pan of jam.

Is Sam a sad lad?

No! See Sam.



Sam was sad
at my . A  was
on the mat, and Sam
sat on it.

Lesson LV

spell

dam

ram

tam

jam

ham

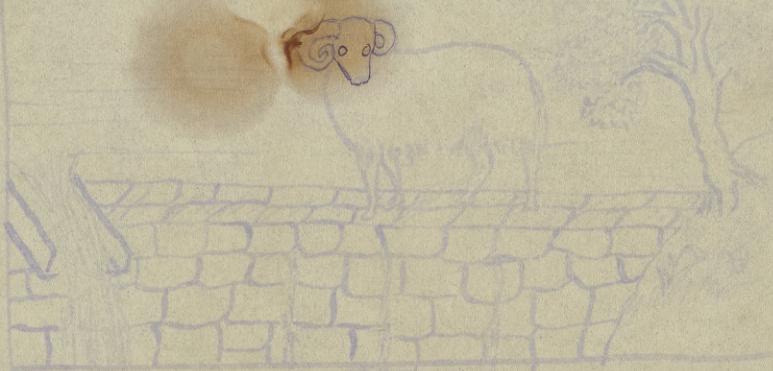
Sam

am

The ram ran to the dam.

The ram was on the dam.

Nan had a tam.

The tam was on Nan's .See Nan and the tam. 

Sam's  is at
the dam.

Sam's dad had a ram.

spell

Lesson LVI

yam

tam

ham

jam

ram



A yam is in the .

Sam A ham is in the ,
dam and jam in a can.

am It is Nat's jam.

Is it Nat's yam?

No, the yam is Dan's, and
the ham is Sam's.

Is it a tam on Dan?

No, no, it is a hat.

The tam was on Nan.

Lesson LVII

Let the child review the spelling column on page 60, sounding the final m's down, then the am, then the whole word, as with the earlier combinations (see pages 28, 47, 55), - taking care never to urge this phonic drill beyond his interest and ready understanding.

Then tell him he may have a new kind of words now; words with p at the end. "See if you can tell what p says." He may possibly be able, especially if you aid by spelling pat and pan, with emphasis on the p. If not, tell him the phonic p sound, and have him repeat it, - being careful not to let him say pu. You can show him the position of the lips.

Then let him sound it down.

Lesson LVII, continued.

the column below; then spell down, first a, p, ap, a, p, ap, etc., then the full words.

Spell

cap

map

nap

rap

sap



See Sam's cap.

Sam's  is
at the cap.

It is a tan cap.

I had a nap.

I had my nap on the mat.

The fat man sat in a ,
and had a nap.

I see a map in a .

It is my dad's map.

Lesson LVIIIspell

A ~~dog~~ ran at my cat.
 yap It was "Yap, yap, yap!" and
 tap "F.f, f.f, f.f!" "Yap, yap!"
 sap "F.f, f.f!"

rap In a ~~tree~~ is sap.

pap Can we see
 nap the sap?

map We can tap a ~~tree~~ and
 lap see the sap.

gap I sat on my dad's
 cap lap, and I had a fan
 in my lap.

I am on Dan's lap.



Lesson LIXspellmap O, a rap at the !rap Is Nan at the ?

sap Nat ran to see, and

gap in ran Nan.

tap "O Nat, Nat, a  onyap the ! O, see it go

rap rap, rap rap, rap rap!

nap So Nat ran

lap to see it rap.

cap

My  can tap
 on a T, and my  can
 tap on the .



Lesson LX

(Review spelling, P 63)



O, a gap in the !
It is a bad gap.

The ~~dog~~ ran to the gap.

Sight-word:- baby

Nan had jam, and
baby had pap.

The baby sat in dad's
lap, and had pap.

See, baby, see the pap,
in a !

Lesson LXI

In the next group of words, those in ag, a difficulty arises, from our practice of naming g from its soft sound (i.e., jee), while its usual phonic value is the hard sound, the true, original sound, as in get. Now and then we find a pupil who cannot master the ag spelling till he is allowed to name the letter in accordance with its sound, "gee," — with the g hard. For most pupils, it is better not to call attention to the difficulty, but to say simply that now we have come to the ag words, and covering the initial letters, spell for him down the column on the next page, "a, g, ag; a, g, ag;"

Lesson LXI, continued.

then have him do the same. Then let him try to spell and pronounce the complete words unaided; but tell him at once, if he has trouble.

spell

bag	Dan's bag had a tag. See the tag on the bag.
nag	The bag is to go on a  , so Dan had
rag	
sag	
tag	a tag on it. 
wag	Is a nag a man? O no!

Is a nag a baby? No, no, no!
A nag is a .

Lesson LXII(Repeat spelling, p. 67)

A rag on Nat's 
 The  had a bad rap,
 so Nat had the rag on it.

See baby and the rag!



Sight-word:— his

A  can wag his 
 a gap in the dam!" So his
 dad ran to the dam.

Lesson LXIII

(Better not call attention to the phonic values in the following spelling, since the final s has the z sound, and the long e will be considered later. If the child notices the z sound of the s, tell him that we do pronounce s that way sometimes, but not at the beginning of words.)

Spell

has

Sam has a bag.

as

He has a tag on
the bag.

he

O, see Sam's bag!

be

It is as bad as a

me

bag can be! A van ran
on it.

we

(continued, p. 70)

Lesson LXIII, continued.

Dan has a nag.

It is as fat as a nag
can be.

See the lad on the dam.

Can it be Nat? No, it
is Sam. He has a cap on,
and Nat has a hat.

See me on the A . I am
a lad on a A !

See me, dad! See
the O , and the A ,
and me!



Lesson LXIV

(Repeat spelling, page 67)



See the fat man
sag in his ~~par~~.
See his ~~par~~ sag.
He had a nap.

See the rag and the tag
on his lap.

Sam had his bag on his nag.

See my ~~dog~~ wag his ~~tail~~.

He can yap at
me, and tap
his ~~tail~~ on my ~~hand~~.

See Nan's ~~bag~~ sag.



Lesson IX

(Repeat spelling, p. 69)

Sight-word :- play.

We play tag, Nat and I.

I can tag Nat, and he
can tag me.We ran to Dan's to play,
and he was at the dam,
so we ran to the dam, to
play on the dam.Dan, bat the  to me!

See me bat it to Nat.

So we play and play.

Lesson LXVI

Spell

by

be

My nag

is by me.

my

me

Sam has my map.

as

we

By and by we can

has

he

go and play by the dam.

The man in the  is fat.

He is as fat as he can be.

He has a rag and a tag
in his lap.

A cat and a can.

The cat is by the can.

A rat ran by
a fat ram.

Lesson LXVII

(In the columns of spelling on the following page, there is danger that the child may confuse the final b with p, - not only because of the similarity of the letters to the eye, but because the position and movement of the lips in giving the two sounds is similar. So it is better to avoid giving the phonic value of the b alone, and to go down the column yourself, repeating the "a, b, ab," before asking him to do it. Then let him see if he can spell and pronounce the words, down the column, and show him how, if he cannot.

The b sound can be learned later.)

Lesson LXVIIIspell

Mab

Rab

Tab

nab

dab

cab

jab

Is Mab a man? No.

Is Mab a lad? No.

Mab is the baby.

Is Rab a rat? No.

Is Rab a ram? No.

Rab is my .

Is Tab a baby? No.

Is Tab an ? No.

Tab is my cat.

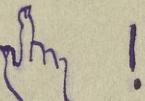


Is Rab bad to Tab?

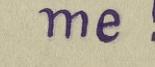
O no! See Tab dab a  at Rab in play, and see Rab wag his  and dab at Tab.

Lesson LXIX

(Repeat spelling, p. 75)

O, I had a jab
in my  !

The  had 
to jab me !

Nat had a sad jab in
his . A  was on the mat.

Sam and I go in a cab.
Can Tab go in the cab?

O, Rab is Tab's cab. See,
Mab, see Tab on Rab!

Tab can go
on Rab to the 



Lesson LXX

(Repeat spelling, p. 75)

Sight-word: - says

Sam says, "I can nab the  on my jam."

Nat says, "O, see the bad rat go to nab an O, and see Tab nab the rat!"

Sam says,

"Go it, Tab!
nab the rat!"



Mab says, "Dad, dad, dad, dad!" and "Pap, pap, pap!
baby! pap!"

In the following spelling reviews, give as much phonic drill as the child can readily take. The final *b* should not trouble him now. A few children at this stage can learn to spell by pure phonics, and enjoy it.

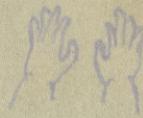
SpellLesson LXXI

at an Rab ran at an .

cat can Tab ran at a rat.

fat fan Mab pats on a pan.

mat man We sat in a van.

Nat Nan Tan on Mab's 

pat pan

rat ran I fan a fat baby.

vat van Dan's hat is tan.

hat Dan A van is by the vat.

bat tan I can jab a 

sat in to the jam.

spell

Lesson IXXII

bad	am	I am Sam.
dad	dam	I am a lad.
had	ham	A ram ran at me.
sad	Sam	He was a bad ram.
mad	ram	Sam has a pad.
pad	tam	A  by a dam.
lad	jam	
	yam	

A lad had a bad dad. O,
it was so sad!

On a  are hams, and
yams, and jam.

I had a tam and a hat.



Lesson LXXIIIspell

cap	bag	See the nag lag.
gap	wag	See Mab lag.
lap	lag	
map	jag	A nag has a nap.
nap	nag	
rap	rag	A jag in a tag
sap	sag	A gap in a 
tap	tag	We play tag.
yap		Sam taps me, and says, "Tag!"



A  has sap in it, and
a  has sap in it.

Lesson LXXIVspell

Mab

so

be

by

Rab

no

me

my

Tab

go

he

nab

we

dab

as

cab

has

jab



I am at a . I see
 an , and in it is
 a baby in a lad's lap.

Can it be Mab? The lad
 has a cap, and he is fat.

To the Teacher:—

82

If daily lessons have been given, the foregoing 74 lessons should have taken about three months for the average child. Besides the hasty review in Lessons LXXI-LXXIV, he will need to turn back, and review the whole, with reference to smooth reading and to memory spelling. It should not take more than a month.

Let him begin by spelling first visually, then by memory, the at words on p. 10; then run over the reading exercises on the first ten pages.

For the lessons thereafter, I should suggest that he take pages 11-15 for his second lesson; and thereafter about three pages to a lesson, —prefacing each with the spelling on the last of the three pages.

No page should be passed till it has been read with entire accuracy.